DOCUMENT RESUME

ED 222 240 PS 013 083

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TITLE A Guide for Teaching the Topic of Transportation to Younger Children.
PUB DATE [80]
NOTE 18p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Behavioral Objectives; Early Childhood Education; Grade 1; Guidelines; Kindergarten Children; *Learning Activities; Preschool Children; *Transportation

ABSTRACT

The purpose of this instructional unit is to provide educators of young children with guidelines for exploring the topic of transportation. Designed for children between the ages of 4 and 6 years, the activities described in the guide require approximately 2 weeks for completion. Knowledge, skill, and attitude objectives are listed, and classroom activities are offered for sub-units of instruction in the areas of air, rail, road, and water transportation. In addition, beginning, concluding, and evaluation activities are suggested, and teacher resources are listed. (RH)

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A Guide for Teaching the Topic of Transportation to Younger Children

Kenneth Craycraft with Susanne Pasqualine

Over the past few decades, modes of transportation have changed dramatically. Trips once measured in terms of weeks or months are now thought of in hours or days. Forms of travel that were considered a luxury are now, as a result of mass production and technology, affordable for most. Still, how many stop to think of or explain the ways we all depend on transportation? Moreover, how many early childhood educators take the time to assist their children in understanding the many options and/or jobs associated with the major forms of travel? The purpose of the following unit is to provide educators of younger children with a complete guide for exploring the topic of transportation.

I. Introductory Statement

1) This guide is designed for children between the ages of 4 to 6.

2) The approximate time is estimated to be around two weeks.

PS013083

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II. Content Outline

A. Initiatory Activities

1. On the first day of the unit, all classroom learning centers will display materials pertaining to transportation. Children will be provided with the opportunity to explore each learning center. These displays will remain during the course of the unit, for the children's enjoyment during free time.

B. Content Outline

1. Air Transportation

a. Kinds of Air Travel

b. Uses of Air Transportation

c. Jobs in Air Transportation

2. Rail Transportation

a. Kinds of Trains

b. Uses of Rail Transportation

c. Jobs in Rail Transportation

3. Road Transportation

a. Kinds of Road Transportation

b. Uses of Road Transportation

c. Jobs in Road Transportation

4. Water Transportation

a. Kinds of Water Travel

b. Uses of Water Transportation

c. Jobs in Water Transportation

C. Culmination Activities

1. Students prepare a scrapbook with samples of classroom activities from each child.

A Guide for Teaching the Topic of Transportation to Younger Children

III. Objectives

A. Knowledge Objectives

1. After reading The First Book of Airplanes , the child will orally identify six kinds of aircraft by accurately naming a picture of each of the six kinds.

2. After reading The Super Book of Questions and Answers, pages 106-133, the child will orally list one use for each of the six kinds of aircraft.

3. After viewing the film "At the Airport", the child will act out the function of an air transportation worker during a role-playing activity as depicted in the film.

4. After viewing pictures from the "Transportation Packet", the child will orally identify five kinds of rail transportation by accurately naming a picture of each of the five kinds.

5. After viewing the film "Freight Train", the child will construct a freight train from different box shapes including the six cars depicted in the film.

6. After a visit to the train station, the child will orally identify two rail transportation workers and orally identify the jobs that the workers do.

7. After viewing pictures of road vehicles and playing the "How Many Ways" game, the child will orally list six kinds of vehicles used for road transportation.

8. After listening to the record/book On the Road, the child will identify the products and goods transported in each of the vehicles presented in the story by matching products to vehicles in the "Match-Them" activity.

9. After visiting with three guest speakers, the child will identify one road transportation worker and the vehicle that the worker uses by drawing a picture of the worker and his vehicle.

10. After viewing pictures of different boats and ships, the child will orally identify the pictures by naming them with 90% accuracy.

11. After reading the Big Book of Real Boats and Ships, the child will orally identify the use of each boat/ship during the game "What Am I?"

12. After reading the Big Book of Real Boats and Ships, the child will orally identify each water transportation worker with the job he/she does during the game "Who Am I?".

B. Skill Objectives

1. During the games and overlearn activities, the child will develop skills of manipulation, classification and identification.

2. During the stories and films the child will be developing his/her listening skills and attention span.

3. During discussions the child will be encouraged to develop his/her thoughts into complete sentences, thus broadening his/her speaking abilities.

4. During the learning activities, the child will be interacting in discussions and learning experiences that will expand his/her vocabulary.

5. When asked to depict a scene, the child will be developing his/her fine motor coordination and drawing abilities.

6. During art activities the child will develop his skill in drawing, cutting and pasting.

C. Attitude Objectives

1. During class discussions the child will develop self confidence in his/her abilities to be a contributing part of a group.

2. During class discussions the child will develop tolerance of others as each child in turn contributes to the conversation.

3. During group activities the child will develop cooperativeness in working with others, sharing materials, and taking turns.

4. On field trips the child will show respect for the property of others.

5. When guest speakers are welcomed to the school, the child will behave politely and with respect to the guest.

IV. Activities

A. Initiatory Activities

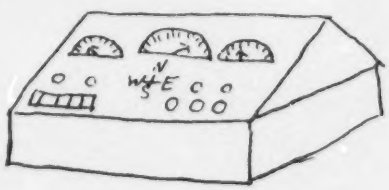
1. The following kindergarten learning centers will be set up to provide additional materials on transportation for the children's manipulation and exploration:

   a. Dramatic Play Center -- Materials provided in this center will encourage the children to role-play defferent transportation workers and transportation users.[1] Equipment and materials provided will include:

      - overnight bags and small suit cases.
      - dress-up clothes to pack in suitcases.
      - travel brochures.
      - time tables.
      - tickets.
      - play money in purses and wallets
      - transportation workers' hats.
      - travel posters.

   b. Block-Building Center -- Materials provided in this center will encourage children to explore methods of transportation on a scale-model format.[2] Equipment and materials provided will inclued:

      - dial panel



      - short wooden planks for roads, runways, waterways, etc.

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[1] List paraphrased from Resources for Creative Teaching pgs. 449

[2] Ibid - pg. 478

- unit blocks to build roads, bridges, stations, garages, docks, airports, etc.
- unit block transportation vehicles, including cars, trucks, planes, taxis, boats, ships, etc.
- unit block people and animals for transport.
- traffic signs.
- oversize, ride-'em vehicles, including planes, trains, and boats.
- posters of highways, bridges, docks, airports and railroad stations to encourage the use of blocks as related to transportation.
- large wooden box with steering wheel mounted on inside.[3]

c. Puzzle and Game Center -- A special display will be set up in this center for puzzles pertaining to the transportation theme, and teacher-make puzzles and game activities to provide opportunity for grouping , sorting, identifying,classifying and observing color, shape, number, and size.

d. Book Center -- A special display will be set up in this center for books, magazines, and pamphlets pertaining to travel. See 'Children's Books' in Section V.

e. Music Center -- A special display of records will be set up for use with the record player and headphones. Records provided will have a transportation theme. See 'Children's Records' in Section V.

2. Children will be given time to explore each learning center in turn on the first day of the unit. This will provide the motivation necessary for further activities. These learning centers will remain intact during the 10 day unit for further exploration and enjoyment of the children during their scheduled free time.

B. Content

1. Air Transportation

a. Kinds of Air Travel -- Teacher reads information from "The First Book of Airplanes" concerning kinds of airplanes: propeller planes, jet planes, sea Planes, ski Planes, helicopters, gliders. As each type of plane is discussed, the teacher puts a cutout picture of the plane on the flannel

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[3] List paraphrased from "Resources in Creative Teaching" pgs. 4

board. After the flannel board presentation the teacher directs the children in a game of "Can You Remember?" With the six types of planes on the flannel board, the teacher asks the children to cover their eyes. One cutout is then removed and the teacher asks: "Can you remember the name of the plane that is missing?" This procedure is repeated until all children have a turn and the children have internalized the information.

b. Uses of Air Transportation -- Cutouts from previous lesson are presented one at a time as the teacher shows pictures and reads information from the book Super Book of Questions and Answers concerning how each type of aircraft is utilized. Teacher then presents stencils of the six aircraft. The child puts a stencil over a piece of art paper and sponge paints the form of the aircraft. The stencil is removed, the child tells the teacher the name of the aircraft stenciled, and the teacher labels the picture. These pictures are then displayed and a few selected for the classroom Transportation Scrapbook.

c. Jobs in Air Transportation -- The teacher shows the film At the Airport. This 10 minute film shows a variety of workers involved in assisting passengers, preparing the airplane and getting the plane safely into the air. After the film the teacher and children set up chairs like an air-

plane. The teacher assigns each child a role and the children dramatize an airplane ride.

2. Rail Transportation

a. Kinds of Trains -- Teacher presents pictures of different rail transportation from the picture collection "Transportation Packet". The following pictures are included: Steam engine, deisel engine, monorail, cable cars, and subways. After the pictures are presented, the teacher directs the children in a game of "Name It". The four pictures are placed in a row. The teacher again identifies each picture. Then each child is called on to name the pictures from left to right. At intervals the teacher rearranges the pictures and the children are asked to name them in their new order.

b. Uses of Rail Transportation -- The children view the movie "Freight Train". The 6 minute film takes the children on a ride on a freight train, exploring each car and the contents being transported. After the movie the children break into groups to decorate different boxes as cars on a train.[4] When all boxes are decorated, the train is assembled as follows:

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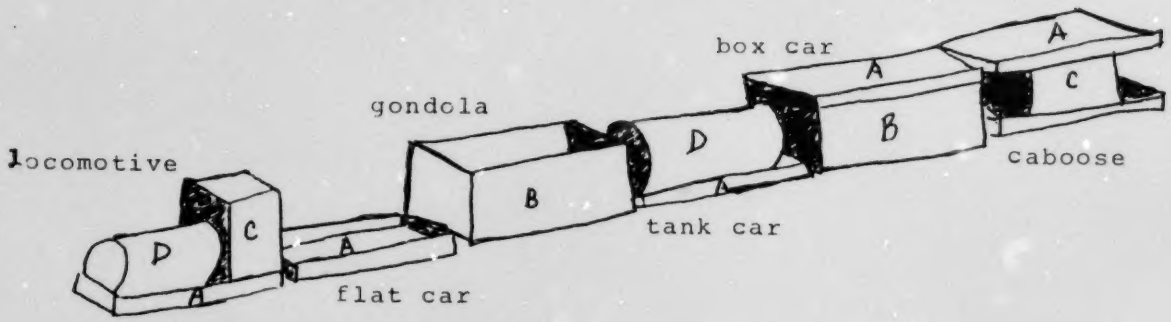
[4] Ibid - pgs. 479



As an overlearn activity, the children take colored shapes of construction paper and glue them to art paper to form a train. These projects are displayed and a few are selected to be put in the classroom Transportation Scrapbook.

c. Jobs in Rail Transportation -- Children are taken on a field trip to the local train or AMTRACK station. A representative takes the children on a tour of the station and train, showing them the people who work and what they do. These jobs include: ticket agents, engineers,brakesman, conductor, porters, dispatchers, cooks, and waiters.

3. Road Transportation

a. Kinds of Road Transportation -- Children play * "How Many Ways" game with the teacher. The teacher asks: "How many ways can you move on a road?" As children give ideas, the teacher puts

pictures of each mode of transportation on the chalk ledge.

b. Uses of Road Transportation -- Teacher plays record/book "On the Road". The teacher then guides the children through "Match-Them" activity Children are given two mimeographed sheets of paper, each divided into eight rectangles. In each rectangle is a picture. Children color the picture and cut out the rectangle. On one paper are eight vehicles; on the other paper are eight goods. The teacher guides the children's matching of vehicles to good that it transports. Pairs are glued next to each other or a long sheet of paper. These pairs are displayed in the room a few are selected for the classroom Transportation Scrapbook.

c. Jobs in Road Transportation -- Three guests are invited to the school to talk to the children about their jobs. A truck driver, a taxi driver, and a milk delivery person. Each guest brings his vehicle and the children are able to explore each vehicle in turn. After the guests leave the children draw a picture of their favorite guest and his/her vehicle. These drawings

are displayed and a few are selected for the classroom Transportation Scrapbook.

4. Water Transportation

   a. Kinds of Water Travel -- The teacher gives each child a picture of a boat including: rowboat, sailboat, canoe, motorboat, ferry boat, fishing boat, houseboat, tugboat, tanker, ocean liner, and submarine. The children paint their boats with water colors. On a separate piece of paper, the child draws a line horizontally across the paper and decorates the bottom half as an underwater scene. A piece of light blue plastic film is fastened over this half of the picture. The boat/ship is glued in place on the top of the 'water' (or below the 'water' in the case of the submarine). These water scenes are displayed and a few are selected for the classroom Transportation Scrapbook.

   b. Uses of Water Transportation -- Children share their water pictures with the class and the teacher directs the children in the game * "What Am I?" The child shows his picture, and the teacher reads a clue from The Big Book of Real Boats and Ships. Clues are read until a child guesses the name of the boat/ship. Clues pertain to the use of each boat/ship.

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* Variation at Learning games described in Basic Resources for Teaching pgs. 50-55.

c. Jobs in Water Transportation -- The teacher prepares cutouts of captain, first mate, helmsman, engineer, deckhand, fisherman, etc. Using the "Big Book of Real Boats and Ships", the teacher plays *Who Am I?" with the children. The teacher gives a clue to the children until the name of the worker is guessed. Each worker is then placed near a water picture, next to the boat/ship that he/she belongs on.

C. Culminating Activities

1. During the unit the student will be compiling a scrapbook of sample activities. The children will decorate the scrapbook cover and back. For this activity the teacher will provide a table with two large pieces of cardboard, magazines, scissors and glue sticks. During free time, children may decorate the cover and back for the scrapbook by cutting out pictures of transportation from magazines and pasting them onto the cardboard; collage form. Pages for the scrapbook will be made by cutting out the bottom rectangle and one side from six large grocery bags. Each page will be labeled in large print, and decorated with the children's work including:

a. Aircraft sponge paintings
b. Shape trains
c. Road vehicle pairs
d. Drawings of transportation workers and vehicles
e. 'Water' pictures with boat/ship

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* Variation of learning games described in Basic Resources for Teaching pgs. 50-55

2. Care will be taken to include at least one sample of each child's work. The scrapbook will be bound with shoe laces tied at the side. The book will be displayed in the school library at the completion of the unit.

V. Evaluation Procedures

A. During all class discussions, the child will be encouraged to participate. The teacher will utilize each of the four levels of questioning. Through the students' answers, the teacher will be able to discern the amount of knowledge being internalized.

B. Overlearn activities ("Can You Remember?", "What Am I?", "Name It") provide the child with extra learning activities which are presented in an appealing way. These overlearn activities not only provide reinforcement of the child's learning, but also provide the teacher with a means of evaluation. Children's responses to the overlearn activities help the teacher evaluate the child's ability to verbalize knowledge and process information.

C. The Shape Trains and the drawings of the transportation worker allow the teacher to evaluate the child's ability to recall information and ideas, and to express details. With a young child's limited verbal abilities, a drawing can allow the child to express thoughts manually that he is not able to express verbally.

D. As the unit progresses, the teacher will observe the children during free time. The teacher will be evaluating the child's understanding of the concepts presented through his manipulation of the transportation materials provided in each classroom learning center. As more information is given, the child will begin to use the materials in new ways.

E. During dramatization activities, the teacher will observe the child's comprehension of the careers available in air transportation.

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V. Materials and Resources

1. Teacher's Resource List

a. Books:

- Bendick, Jeanne. The First Book of Airplanes. New York: Franklin Watts, 1958.

- Flemming, Bonnie Mack & Hamilton, Darlene Softley. Resources for Creative Teaching in Early Childhood Education. New York: Harcourt Brace Jovanovich, Inc., 1977.

- Nussbaum, Gedda, Editor. Charlie Brown's Third Super Book Of Questions and Answers... About All Kinds of Boats, and Planes, Cars and Trains, and Other Things That Move. New York: Random House, 1978.

- Zaffo, George The Big Book of Real Boats and Ships. New York: Grosset and Dunlap 1972.

- _____. On the Road. Peter Pan Record/ Book Collection.

b. Pictures:

- "Transportation Packet". Illinois: David C. Cook Publishing Company.

2. Children's Books:
Lists taken from Resources for Creative Teaching in Transportation sections

a. Air Transportation:

- Bendick, Jeanne. The First Book of Airplanes. New York: Franklin Watts, 1958.
- Chapin, Cynthia. Wings and Wheels. Chicago, Illinois: Albert Whitman, 1967.
- Colonius, Lillian and Glen W Schroeder. At the Airport. Chicago, Illinois: Melmont, 1967.
- Greene, Carla. I Want to Be a Pilot. Chicago, Illinois: Children's Press, 1957.
- Knight, Clayton. The Big Book of Real Helicopters. New York: Grosset and Dunlap, 1963.
- Pope, Billy N. Let's Take an Airplane Trip. Dallas, Texas: Taylor Publishing, 1971.
- Zaffo, George. The Big Book of Airplanes. New York: Grosset and Dunlap, 1966.

b. Rail Transportation:

- Brown, Margaret Wise. Two Little Trains. Reading, Mass.: Addison-Wesley, 1949.
- Burton, Virgina Lee. Choo, Choo, the Runaway Engine. New York: Scholastic Book Service, 1971.
- Elting, Mary. Trains at Work. Irvington-on-Hudson, N.Y.: Harvey House 1962.
- Greene, Carla. Railroad Engineers and Airplane Pilots: What Do So They So? . New York: Harper and Row, 1964.
- Kessler, Ethel and Leonard. All Aboard the Train. Garden City, N.Y. : Doubleday, 1964.
- Lenski, Lois. The Little Train. New York: Henry Z. Walck, 1940.
- Meeks, Esther K. One Is the Engine. Chicago, Illinois: Follet, 1972.

- Piper, Watty. The Little Engine that Could, New York: Platt and Munk, 1954.

- Zaffo, George. Big Book of Real Trains. New York: Grosset and Dunlap. 1953.

3. Children's Records:

a. Air Transportation:

- "Jet Plane", Rhythm Time, Record 1 (Bowmar)

- "Trains and Planes", (Young People's Records)

- "Little Airplane", Songs for Children with Special Needs, Record 1 (Bowmar)

- "Larry's Airplane Ride", Transportation (RCA Victor)

b. Rail Transportation:

- "All Aboard: "Train to the Zoo/Farm/Ranch" (Young People's Records)

- "Chisolm Trail" / "Working on the Railroad" /"There's Gold in California" (Young People's Records)

- "Little Engine that Could" / "Casey Jones" / "John Henry"/ Submarine Streetcar" (Disney Records)

- "Trains and Planes" (Young People's Records)

c. Road Transportation:

- "The Car Goes Beep Beep" Developing Everyday Skills (Kimbo)

- "Let's Take The Bus" (Golden Records)

- "Songs of Safety" (Vocalion)

d. Water Transportation:

- "What the Lighthouse Sees" (Young People's Records)

- "Fog Boat Story" (Young People's Records)

- "Ship Ahoy" (Young People's Records)